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ABSTRACT

Based on the assumption that good teaching helps students understand how to actively acquire, use, and extend knowledge in an ongoing learning process, this guide presents strategies for constructing learning-centered course syllabi. Following prefatory materials, part 1 reviews implications of shifting from traditional syllabi, which focus on materials to be covered, to learning-centered, which provide tools and information that will help students learn. This part also presents overviews of the processes for planning a learning-centered syllabus, including considerations related to course rationale, assessment methods, and promoting active learning; composing a syllabus, including a checklist of 15 functions of a syllabus; and using the new syllabus. Part 2 offers examples from existing course syllabi and course manuals, including a sample checklist of key syllabus elements, title page, table of contents, instructor description, letter to students, course descriptions, presentations of course and unit objectives, resources and reading lists, course calendar, course requirements, evaluation methods, grading procedures, instructions on using the syllabus and how to study for the course, background information for the course, and learning tools. Part 3 presents an annotated list of suggested readings related to general teaching, active learning, assessment, computer technology, cooperative learning, course and curriculum design, critical thinking, student differences, and teaching portfolios. Contains 36 references. (HAA)

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